

2. CURRICULUM IMPLEMENTATION OVERVIEW PLAN

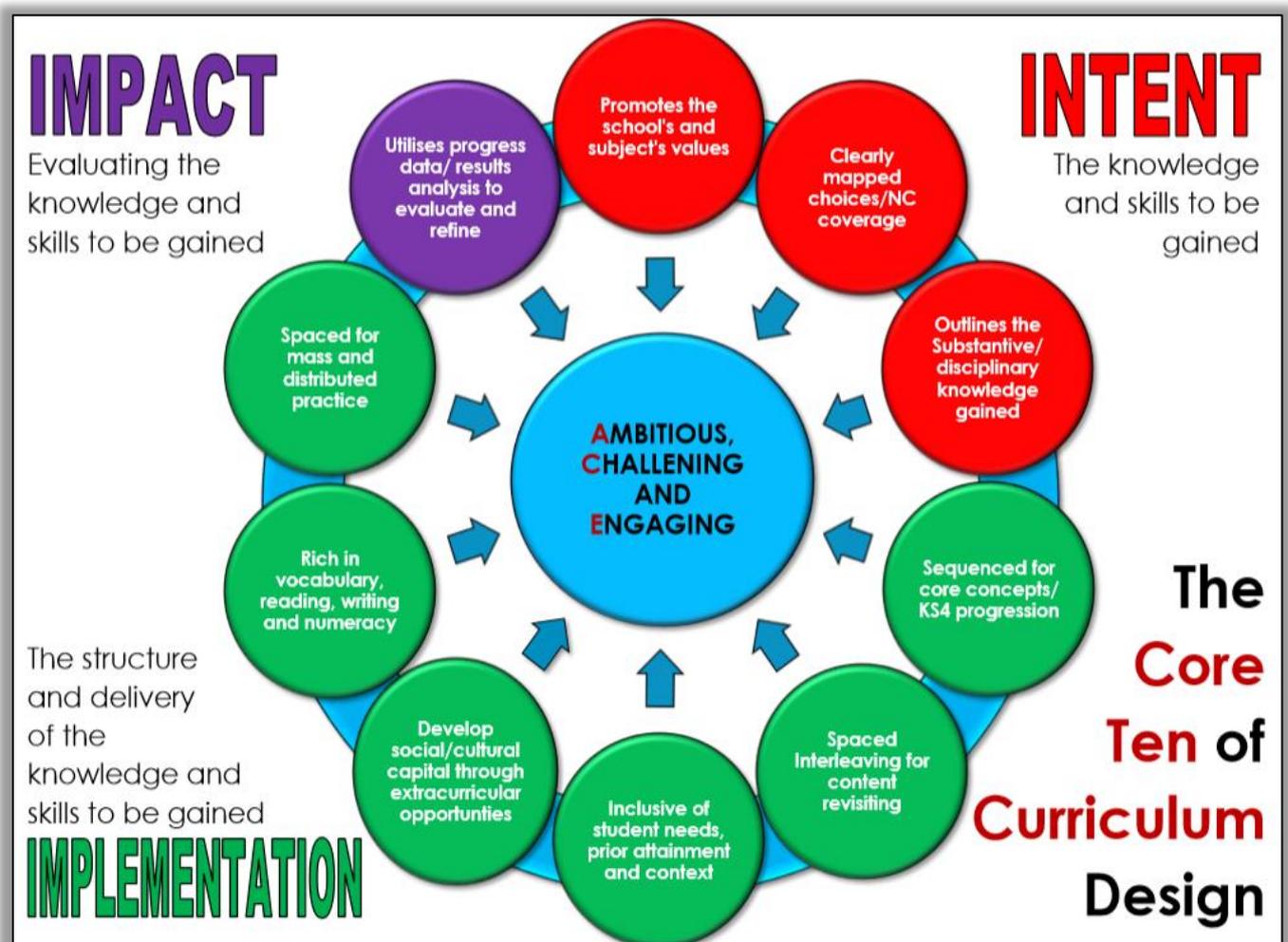
Key Stage 3

Subject: Religious Studies

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Document(s) which inform this Curriculum Implementation are:

1. Curriculum Intent Overview Plan (KS3)

THINKING PROCESS - CURRICULUM IMPLEMENTATION OVERVIEW PLAN – KS3

IMPLEMENTATION – SEQUENCING AND PRACTICE

How are your topics sequenced below so as to ensure the following:

- key concepts are ordered and taught, so as to support progression to more challenging material
- content and concepts ordered to support progression from KS2 and to KS4
- topics are spaced between unrelated topics, to allow thinking time; then revisited and furthered
- mass practice (end of topic assessments) are used to evaluate the knowledge and skills gained
- distributed practice (mini assessments) are used where content/topics are reassessed in shortened versions, at later spaced out intervals

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	Unit/Topic	Looking for God	Key Religious Figures	Places of worship	Beliefs and Practices: Christianity	Beliefs and Practices: Christianity 2	Beliefs and Practices: Islam
	KS3 NC covered	Truth, Origins, Revelation, Miracles	Jesus, Moses, Muhammad, Buddha, Guru Nanak, Vyasa	Churches, Synagogues, Mosques, Gurdwaras, Hindu and Buddhist Temples.	Sacred Texts, Prayer, Daily Life, Festivals, Ceremonies.	Jesus, Christianity and History, Forgiveness, St Paul, The Resurrection	Sacred Texts, Prayer, Daily Life, Festivals, Ceremonies.
	Powerful Knowledge	Introduction to critical philosophical analysis. Opportunity to explore own personal beliefs.	Introductory knowledge of the central figures behind major world traditions	Introduction to the basic religious practices and worship places.	Introduction to the major religious tradition in British society as defined by the GCSE exam board.	Continued from previous term...	Introduction to a growing religious tradition in British society.
	Mass Practice	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment
	Distributed Practice	Regular formative knowledge and skill checks in both classwork and homework.	Regular formative knowledge and skill checks in both classwork and homework.	Regular formative knowledge and skill checks in both classwork and homework.	Regular formative knowledge and skill checks in both classwork and homework.	Regular formative knowledge and skill checks in both classwork and homework.	Regular formative knowledge and skill checks in both classwork and homework.
	What are the key concepts to be covered?	Accurately describing religious, philosophical, ethical beliefs and practises. Explaining own and other people's beliefs and practises. Evaluating key aspects of religious belief and practise in a modern context.					
	What prior knowledge, at KS2, are you assuming they have?	None – They will have all been taught different things depending on which school they came from.					
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	What knowledge do they need to have a successful start to Year 8?	To be able to accurately identify key features of belief and practise from 6 major world religions. To be able to ask relevant questions about different peoples worldview.					
	How are topics spaced between unrelated topics?	The curriculum intent outlined a progression over three years from A01 (describe and explain) of key religious beliefs and practises though to more advanced skill and philosophical thinking (A02 – learning from religion – or evaluating religious belief in a modern context). Whilst there is a linear spacing of all discreet topics key skills are interleaved and examples from previous learning and topics can be called upon to improve progression of skills as the course continues.					
8	Unit/Topic	Beliefs and Practices: Hinduism	Beliefs and Practices: Buddhism	Religion and Nature	Beliefs and Practices Judaism	Beliefs and Practices Sikhism	Role Models and Religion
	KS3 NC covered	Sacred Texts, Prayer, Daily Life, Festivals, Ceremonies.	Sacred Texts, Prayer, Daily Life, Festivals, Ceremonies.	People and Animals, Environmental issues	Sacred Texts, Prayer, Daily Life, Festivals, Ceremonies.	Sacred Texts, Prayer, Daily Life, Festivals, Ceremonies.	Martin Luther King, Muhammad Ali, Malala, Corrie Ten Boom, Gandhi
	Powerful Knowledge	Introduction to a religious tradition in British society.	Introduction to a religious tradition in British society.	To evaluate how religions apply modern religious thinking to a major world issue.	Introduction to a religious tradition in British society.	Introduction to a religious tradition in British society.	To introduce how modern influencers have been inspired by their religious beliefs.
	Mass Practice	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment
	Distributed Practice	Regular formative knowledge and skill checks in both classwork and homework.	Regular formative knowledge and skill checks in both classwork and homework.	Regular formative knowledge and skill checks in both classwork and homework.	Regular formative knowledge and skill checks in both classwork and homework.	Regular formative knowledge and skill checks in both classwork and homework.	Regular formative knowledge and skill checks in both classwork and homework.
	What are the key concepts to be covered?	Accurately describing religious, philosophical, ethical beliefs and practises. Explaining own and other people's beliefs and practises. Evaluating key aspects of religious belief and practise in a modern context.					
	What knowledge do they need to have a successful start to Year 9?	To be able to explain religious belief and practice using key words. To be able to identify important questions about different world views and offer suggestions as to how different people would answer.					

How are topics spaced between unrelated topics?	The curriculum intent outlined a progression over three years from A01 (describe and explain) of key religious beliefs and practises though to more advanced skill and philosophical thinking (A02 – learning from religion – or evaluating religious belief in a modern context). Whilst there is a linear spacing of all discreet topics key skills are interleaved and examples from previous learning and topics can be called upon to improve progression of skills as the course continues.					
Unit/Topic	A Holy Place: Jerusalem	Beyond the 6	Is it ever right to Kill?	Being a Muslim in Britain today	The Power of Suffering	What happens when we die?
KS3 NC covered	Holy Places, History of Jerusalem, Christianity, Islam, Judaism, Conflict and Peace	Mormanism, Humanism, Pagan Religions, Scientology, Jediism	War, Medical Ethics, Euthanasia, Pacifism	Clothing, Food, Impact of 9/11, Being a Muslim	Causes of Suffering, Solutions to the problem of suffering.	Life After Death, Funeral Rites,
Powerful Knowledge	To introduce the conflicts that often exist within modern religious thinking.	To introduce faith positions beyond mainstream religious thought.	To apply critical thinking to modern ethical dilemmas.	To confront issues of religious extremism and modern prejudices in British society today.	To evaluate ethical issues posed by 'the problem of evil'	To evaluate the role of religious belief in a major philosophical question
Mass Practice	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment
Distributed Practice	Regular formative knowledge and skill checks in both classwork and homework.	Regular formative knowledge and skill checks in both classwork and homework.	Regular formative knowledge and skill checks in both classwork and homework.	Regular formative knowledge and skill checks in both classwork and homework.	Regular formative knowledge and skill checks in both classwork and homework.	Regular formative knowledge and skill checks in both classwork and homework.
What are the key concepts to be covered?	Accurately describing religious, philosophical, ethical beliefs and practises. Explaining own and other people's beliefs and practises. Evaluating key aspects of religious belief and practise in a modern context.					
What knowledge do they need to have a successful start to Year 10?	To be able to describe and explain religious and non-religious viewpoints accurately. To be able to argue a personal view point taking account of other's points of view. To identify points of evaluation when considering modern world issues.					
How are topics spaced between unrelated topics?	The curriculum intent outlined a progression over three years from A01 (describe and explain) of key religious beliefs and practises though to more advanced skill and philosophical thinking (A02 – learning from religion – or evaluating religious belief in a modern context). Whilst there is a linear spacing of all discreet topics key skills are interleaved and examples from previous learning and topics can be called upon to improve progression of skills as the course continues.					

	Writing	Written replies describing and explaining key knowledge. Writing to persuade and evaluate others of different viewpoints. Practice examination style questions.	Written replies describing and explaining key knowledge. Writing to persuade and evaluate others of different viewpoints. Practice examination style questions.	Written replies describing and explaining key knowledge. Writing to persuade and evaluate others of different viewpoints. Practice examination style questions.	Written replies describing and explaining key knowledge. Writing to persuade and evaluate others of different viewpoints. Practice examination style questions.	Written replies describing and explaining key knowledge. Writing to persuade and evaluate others of different viewpoints. Practice examination style questions.	Written replies describing and explaining key knowledge. Writing to persuade and evaluate others of different viewpoints. Practice examination style questions.
	Numeracy	Interaction with dates, chronology, sorting and organising concepts, statistical data.	Interaction with dates, chronology, sorting and organising concepts, statistical data.	Interaction with dates, chronology, sorting and organising concepts, statistical data.	Interaction with dates, chronology, sorting and organising concepts, statistical data.	Interaction with dates, chronology, sorting and organising concepts, statistical data.	Interaction with dates, chronology, sorting and organising concepts, statistical data.
	How does the PoS support students with SEND needs?	Differentiated resources as needed , such key texts re-written into simpler language. Use of key words and help boxes and worksheets to aid scaffolding towards developing extended written answers. Use of I –we you modelling checking for understanding new skills and concepts.					
	How does the PoS support students with low prior attainment/challenge those with high prior attainment?	<p>Lower Prior Attainment students will benefit from the varying support appropriate for different SEND issues. Interleaving of skills referring back to prior attained knowledge will improve retention over the course and assist in accelerating progress.</p> <p>Higher Prior Attainment students must have an appropriate challenging extension for every task. This means accessing higher level knowledge in either greater depth to further understanding and skills as well as greater breadth in knowledge or examples used.</p>					
	How does the PoS offer contextual content appropriate to Amington students?	In Tamworth in 2016, the largest religious group was Anglican (30.0% of all people), while 19.6% of people had no religion and 9.3% did not answer the question on religion, of this number relatively few people regularly attend a place of worship to practise religion. The PoS is appropriate as it allows discovery of knowledge about a variety of different worldviews whilst taking reference to Christianity as to the main religious tradition of Great Britain and non-religious beliefs.					
8	Social/Cultural Capital	Religious Texts, Stories, Poetry, Culturally art, relevant film clips and video resources. Potential visits to appropriate significant sites.	Religious Texts, Stories, Poetry, Culturally art, relevant film clips and video resources. Potential visits to appropriate significant sites.	Religious Texts, Stories, Poetry, Culturally art, relevant film clips and video resources. Potential visits to appropriate significant sites.	Religious Texts, Stories, Poetry, Culturally art, relevant film clips and video resources. Potential visits to appropriate significant sites.	Religious Texts, Stories, Poetry, Culturally art, relevant film clips and video resources. Potential visits to appropriate significant sites.	Religious Texts, Stories, Poetry, Culturally art, relevant film clips and video resources. Organising visits from appropriate expert speakers.

Tier 2/3 Vocabulary	Om, Brahman, Brahma, Vishnu, Shiva, Trimurti, Reincarnation, Avatar, Dharma, Karma Vaisakhi, Diwali	Dharmachakra, Eightfold Path, Buddha, Siddhartha, Meditation, Dharma, Wesak, Parinirvana Day,	Animal Rights, Stewardship, Vivisection, experimentation, Testing, Vegetarianism, Halal, Kosha, Ahimsa, Harmony	Star of David, Israelite, Hebrew, Torah, Tenakh, Talmud, Mitzvot, Kippah, Yom Kippur, Pesach, Hannukah, Brit Millah, Mar/Bat Mitzvah	Khanda, 5Ks, Kesh, Kangha, Kara, Kachera, Kirpan, Khalsa, Guru, Granth Sahib, Monotheism, Mool Mantar, Swea Melas, Gurpurbs, , Hola Mohalla	Inequality, Equality, Justice, Peace, Gender, Racism, #blacklivesmatter, Non Violent Protest, Ahimsa, Segregation, Apartheid, Missionary, Nobel Peace Prize
Reading	Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate.	Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate.	Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate.	Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate.	Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate.	Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate.
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	Tier 2/3 Vocabulary	Hebrews, Canaan, Babylonian, Greek, Night Journey, Dome of Rock, Yad Vashem, Western Wall, Crusades, Intifada, Church of the Holy Sepulchre, Via Dolorosa	Salt Lake City, Utah, Joseph Smith, Secular, Wicca, Equinox, Solstice, Animism, Dianetics, L. Ron Hubbard, Cult,	Law, Justice Crime, Sin, Pacifism, Euthanasia, War, Just War.	Hijab, Ramadan, Sharia, Jihad, Fatwa, Extremism, Halal,	Moral, Human, Natural, Job, Holocaust, Test of Faith, Dukkha	Heaven, Hell, Purgatory, Day of The Dead, Spirit, Ghost, Faith, Proof, Reincarnation
	Reading	Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate.	Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate.	Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate.	Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate.	Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate.	Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate.

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How does the Implementation Plan meet the ACE curriculum design?

Ambitious	Students are encouraged to gain a deep understanding of religious and philosophical examples to maximise their progress.
Challenging	Students are challenged to empathise with views other than their own and critically evaluate their own ideas.
Engaging	The course content has been chosen to include issues relevant to students own understanding about the world.

What are the current strengths of the Implementation Plan?

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What specific actions have to be taken in response to the above? Please consider:

- Core concept changes;
- Space interleaving changes;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.